



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15815 N. 29th Street, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Manuel S. Ramirez  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 4-6  
 Web Address :  
 Phone Number : (602) 494-8000  
 Fax Number : (602) 494-8006  
 E-mail : mramirez@pvschools.net

### Mission

The mission of Palomino Intermediate is to have every child on grade level by the end of grade six. In pursuit of this end, our mission is to enable our staff to meet the learning needs of our students in a timely manner. We will provide additional support for our students where it is needed by fully utilizing the resources available to us and to our students and seeking additional resources where necessary.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Every child on grade level in reading by the end of grade six by providing high quality staff development, continuing to implement the Literacy First Reading Process and integrating reading instruction into content and special area instruction.
- ü Every child on grade level in Math by the end of grade six by providing high quality staff development, developing and implementing school-wide programs that foster the acquisition of critical skills.
- ü Every child on grade level in Writing by the end of grade six by providing high quality staff development, engaging in school-wide writing events and prompts, dedicating daily time to writing instruction and writing across the curriculum.
- ü Ensure a positive and productive learning climate by implementing a behavior and discipline system that meets the needs of this school by enhancing respect, meeting the learning needs of children and implementing the Olweus Anti-Bullying program.

### Enrollment

October 1, 2005 School Year Student Enrollment : 454  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 5

## Instructional Programs

- ü The Literacy First Reading Process
- ü Math Facts for math fluency
- ü Writing Across the Curriculum
- ü Lone Star Math for problem solving
- ü Accelerated Reader
- ü Fast ForWord
- ü Teaching the Qualities of Writing

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Palomino Intermediate has the primary responsibility of providing students an education. We are responsible for communicating our goals and expectations of students, our plans for reaching those goals, and assisting families so that they can help their children achieve success. We disseminate information about the school and district in Spanish and English, and provide translation so teachers can communicate with parents.

### Parents

Parents should provide space and time for homework and monitor its completion; support the school's attendance policy; support the uniform policy; encourage children to be responsible for their own learning and behavior; attend school functions; and encourage respect for school staff, classmates and school property.

## Transportation Policy

The District transportation policy states that students in grades one through six are transported to school if their residence is one mile or more from the school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 2 teachers elected to Who's Who Among America's Teacher	2005
ü 2005-2006 Title I Outstanding School for Arizona	2005
ü 9 students elected to AZ QUEST FOR KIDS	2004
ü 12 students elected to AZ QUEST FOR KIDS	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	2517	80147	100	99	99	456	502	482	23	7	11	23	10	17	42	46	49	12	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1217	39281	100	99	99	457	503	483	21	6	9	29	11	17	38	45	50	13	38	24
Male	74	1297	40780	100	99	98	455	502	482	26	7	12	16	9	17	47	47	48	11	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	133	554	33494	100	98	99	457	470	466	23	16	15	22	20	23	42	45	49	13	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	11	1761	36122	100	99	99	457	514	501	9	3	5	45	6	10	36	46	50	9	45	35
Students with Disabilities	14	375	10295	100	95	92	402	461	443	79	24	33	14	20	26	NA	40	33	7	16	8
Students without Disabilities	137	2142	69852	100	100	100	461	509	488	18	4	7	23	8	16	47	47	51	12	41	26
Limited English Proficient Students	74	198	12722	100	98	97	424	428	441	42	37	27	28	32	33	30	29	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	77	610	38371	100	97	97	452	470	465	27	15	15	26	19	23	36	50	49	10	16	13
Non-Economically Disadvantaged	74	1907	41776	100	100	100	460	513	498	19	4	6	19	7	11	49	45	49	14	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	2496	79686	100	98	98	433	488	470	32	7	11	36	14	24	30	63	57	1	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1211	39163	100	99	99	439	494	475	32	6	9	31	12	22	34	63	60	3	19	10
Male	74	1282	40438	100	97	97	427	483	465	31	9	13	42	16	25	27	63	54	NA	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	133	549	33299	100	97	98	432	452	452	35	22	17	34	28	32	30	45	47	2	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	11	1746	35914	100	98	98	439	500	489	9	3	5	64	9	15	27	68	67	NA	19	14
Students with Disabilities	14	353	9808	100	89	87	385	451	432	79	25	35	21	27	32	NA	42	30	NA	6	3
Students without Disabilities	137	2143	69878	100	100	100	438	494	475	27	4	8	38	12	23	34	67	61	1	17	9
Limited English Proficient Students	74	195	12594	100	97	96	406	408	422	55	51	34	36	36	45	8	12	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	77	601	38095	100	96	97	428	454	452	36	19	17	35	26	32	29	50	48	NA	5	3
Non-Economically Disadvantaged	74	1895	41591	100	99	99	439	499	486	27	4	6	38	10	16	32	67	65	3	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2507	80372	97	99	99	447	500	475	12	3	4	34	16	30	54	75	64	1	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1217	39452	97	99	99	450	511	488	11	2	3	32	11	22	56	79	72	1	9	3
Male	71	1287	40836	96	98	98	443	490	464	13	3	6	35	21	37	52	72	56	NA	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	128	551	33608	96	98	99	448	467	462	11	7	6	35	30	36	53	62	57	1	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	11	1754	36213	100	99	99	429	510	489	27	1	2	9	12	22	64	79	72	NA	8	3
Students with Disabilities	12	370	10526	86	94	94	376	455	427	33	9	15	58	43	53	8	46	31	NA	1	1
Students without Disabilities	134	2137	69846	98	100	100	453	508	482	10	1	3	31	12	26	58	80	69	1	7	2
Limited English Proficient Students	69	193	12747	93	96	97	412	416	432	20	17	12	49	53	52	30	31	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	75	608	38521	97	97	98	438	468	461	15	7	6	36	31	38	48	61	55	1	2	1
Non-Economically Disadvantaged	71	1899	41851	96	99	100	456	511	489	8	1	3	31	12	22	61	80	72	NA	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2706	79306	100	99	99	463	519	504	36	8	13	33	15	20	28	50	49	4	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1326	38845	99	99	99	468	519	505	36	7	11	29	16	20	27	52	50	8	25	18
Male	87	1379	40383	100	99	98	458	520	504	36	9	14	37	15	19	28	49	47	NA	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	141	622	32673	100	100	99	461	485	487	35	18	18	35	30	25	26	42	46	4	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	11	1893	36234	100	99	99	486	531	523	27	5	6	18	10	13	45	53	52	9	33	28
Students with Disabilities	17	358	10286	100	95	91	434	477	462	71	32	41	24	23	27	6	37	27	NA	9	5
Students without Disabilities	143	2348	69020	100	100	100	466	525	510	31	4	9	34	14	18	30	52	52	4	29	21
Limited English Proficient Students	87	182	10291	100	99	96	440	450	458	57	45	38	36	38	34	7	16	26	NA	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	90	709	37437	100	99	97	464	489	486	37	16	19	37	28	26	21	45	46	6	11	9
Non-Economically Disadvantaged	70	1997	41869	100	100	100	461	530	521	34	5	7	29	11	14	36	52	51	1	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2702	79000	100	99	98	444	503	489	37	7	10	37	17	24	26	63	58	NA	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1321	38774	99	99	99	450	510	494	34	5	7	34	15	22	32	64	61	NA	16	10
Male	87	1380	40150	100	99	98	439	497	485	39	9	12	39	18	25	22	62	55	NA	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	141	623	32508	100	100	98	443	469	472	39	17	15	35	34	33	26	47	49	NA	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	11	1888	36135	100	99	98	460	515	508	27	4	4	36	10	14	36	68	67	NA	18	15
Students with Disabilities	17	352	9991	100	94	88	416	464	449	65	25	33	29	29	36	6	41	29	NA	5	2
Students without Disabilities	143	2350	69009	100	100	100	448	509	495	34	4	6	38	15	22	29	66	62	NA	15	10
Limited English Proficient Students	87	182	10199	100	99	95	419	426	439	66	55	35	31	34	47	3	10	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	90	708	37234	100	99	97	445	476	472	39	14	15	34	32	33	27	49	50	NA	4	3
Non-Economically Disadvantaged	70	1994	41766	100	99	99	443	513	505	34	4	5	40	11	16	26	67	65	NA	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	2704	79611	99	99	99	451	516	496	15	4	7	61	24	37	24	70	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1330	39016	100	100	99	462	529	511	15	3	4	51	17	29	34	77	66	NA	3	1
Male	83	1373	40519	98	99	98	441	505	482	16	6	10	69	31	44	16	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	138	620	32855	99	99	99	449	488	481	16	8	10	60	39	43	24	52	47	NA	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	11	1892	36380	100	99	99	479	526	511	NA	3	4	64	20	30	36	75	65	NA	2	1
Students with Disabilities	16	359	10664	94	96	94	407	463	440	38	18	23	63	45	54	NA	35	22	NA	2	1
Students without Disabilities	141	2345	68947	99	100	100	456	524	504	13	2	4	60	21	34	27	75	61	NA	2	1
Limited English Proficient Students	85	181	10362	99	99	97	415	425	438	27	24	22	66	62	57	7	14	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	89	706	37626	99	98	98	445	489	479	17	8	10	65	38	45	18	53	45	NA	1	0
Non-Economically Disadvantaged	68	1998	41985	99	100	100	459	526	511	13	3	4	54	19	30	32	76	65	NA	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2629	79327	100	99	98	484	535	518	33	10	19	29	15	20	35	52	46	2	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1291	38961	100	99	98	489	538	520	24	9	16	36	15	20	40	54	48	NA	23	16
Male	66	1337	40295	100	99	97	479	533	516	42	12	21	23	15	19	30	51	44	5	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	114	546	32327	100	99	98	482	503	499	36	23	27	29	25	25	33	44	41	2	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	13	1879	36373	100	99	98	504	545	538	8	6	10	38	12	14	46	55	52	8	27	25
Students with Disabilities	15	343	9321	100	94	87	450	482	467	80	38	54	7	27	22	7	30	21	7	5	3
Students without Disabilities	121	2286	70006	100	100	100	489	543	524	27	6	14	32	13	19	39	56	49	2	25	18
Limited English Proficient Students	52	132	9431	100	99	95	448	456	466	67	59	53	27	30	27	6	11	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	61	618	37097	100	98	97	489	504	498	31	21	27	26	24	25	39	48	41	3	7	7
Non-Economically Disadvantaged	75	2011	42230	100	99	99	480	545	535	35	7	11	32	12	15	32	53	50	1	27	24

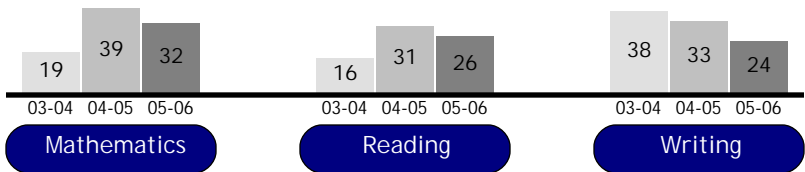
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2634	79501	100	99	98	462	513	497	27	6	10	38	17	25	34	70	60	1	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1296	39062	100	100	99	467	519	502	17	4	8	44	15	23	37	72	64	1	10	5
Male	66	1337	40368	100	99	98	456	507	491	38	8	13	32	19	27	30	69	57	NA	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	114	545	32389	100	99	98	458	482	478	28	15	16	44	34	34	27	48	48	1	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	13	1885	36446	100	100	99	489	522	516	15	3	4	8	12	15	77	76	73	NA	9	7
Students with Disabilities	15	349	9411	100	96	88	432	468	453	67	24	36	13	34	36	20	41	26	NA	1	1
Students without Disabilities	121	2285	70090	100	100	100	466	519	502	22	3	7	41	14	24	36	75	65	1	8	5
Limited English Proficient Students	52	130	9401	100	97	94	426	433	443	60	52	40	38	41	46	2	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	61	620	37183	100	99	97	466	485	479	34	14	16	25	29	34	39	55	49	2	2	1
Non-Economically Disadvantaged	75	2014	42318	100	100	99	459	521	513	21	3	5	49	13	17	29	75	70	NA	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	2642	80000	100	100	99	531	587	564	8	1	3	16	6	11	76	74	75	1	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1295	39288	100	100	99	550	602	579	4	1	2	9	3	6	86	71	77	1	26	16
Male	65	1346	40644	100	100	98	511	572	549	12	2	4	23	9	15	65	78	74	NA	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	113	549	32672	99	99	99	531	561	548	8	3	4	17	10	14	74	81	76	1	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	13	1886	36602	100	100	99	533	594	579	8	1	2	15	5	7	77	73	75	NA	22	16
Students with Disabilities	15	357	9919	100	98	93	456	535	505	27	4	9	53	26	35	20	67	54	NA	2	2
Students without Disabilities	120	2285	70081	100	100	100	541	594	571	6	1	2	11	3	7	83	75	79	1	21	12
Limited English Proficient Students	51	129	9571	100	96	96	472	489	502	22	14	10	27	30	29	51	56	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	60	620	37534	98	99	98	526	561	547	8	2	4	22	11	15	70	80	76	NA	6	5
Non-Economically Disadvantaged	75	2022	42466	100	100	100	535	594	578	8	1	2	11	4	7	80	73	75	1	22	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	81	23	NA	56	100	28	58	48	100	30	65	52
	Language	98	27	63	52	100	28	57	49	100	30	65	52
	Mathematics	98	32	72	61	100	38	61	53	100	43	70	58
5	Reading	95	20	NA	55	99	28	58	50	100	20	65	56
	Language	99	19	60	49	99	29	59	50	100	21	65	54
	Mathematics	99	28	72	63	99	30	57	49	100	24	63	52
6	Reading	98	26	NA	56	99	32	61	51	100	30	67	56
	Language	99	22	61	48	99	30	57	47	100	24	61	50
	Mathematics	99	38	76	66	99	34	62	52	100	34	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Palomino II Intermediate School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Community Involvement
- Ü Parental Involvement
- Ü School Safety
- Ü School Uniforms

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	2.00	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	4	1	0	0
7 to 9 years	0	3	0	0
10 or more years	1	12	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Library/Media Center
- Ü Stage and Auditorium
- Ü Fast ForWord Lab

### Extracurricular Activities

- Ü Community Learning Center Activities
- Ü Before School extended day Project EXCEL
- Ü 2 After School Dance Programs
- Ü Choir
- Ü Quest Mentoring Programs
- Ü Art Enrichment
- Ü After School Homework Club

### Social Services

- Ü Valle del Sol/Parenting Group
- Ü Project RAP (Reaching All Parents)
- Ü Social Worker
- Ü Psychologist
- Ü Community Learning Center
- Ü Scottsdale Health Center's NOAH Clinic
- Ü Patty Wallace, Homeless Liaison

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Palomino II Intermediate was named the Title I Outstanding School in Arizona in the category of Closing the Achievement Gap. The school received national recognition at the National Title I Conference in Dallas.
- ü Establishment of a high quality before school program of instruction aimed at students needing additional help in reading and math. Project EXCEL provided 180 students with an additional 5 hours a week of instruction.
- ü Expansion of Valle del Sol parent classes into school and classroom level support by parents. Parents trained in the program accompanied students on field trips, helped teachers and provided copying assistance for staff.
- ü A PTA was organized and meetings, events and board positions are all held by parents, for parents.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

As of September 6, 2005 three students have been suspended. This is the first year of the implementation of the Olweus Anti-Bullying Program. The staff has created a behavior rubric to include all disciplinary issues, and consequences are being strictly enforced school-wide, including conferencing for each incident. We will continue to arrange frequent school-wide positive choice field trips and events for our students as we teach them the benefits of positive behavior choices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Manuel Ramirez	(602) 494-8000
Transportation Policy	Jeff Cook	(602) 493-6324
Community Resources	Karen Hearn	(602) 602-5209
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Manuel Ramirez	(602) 494-8000
Student Health/Nurse		(602) 494-8000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.